



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 5**

---

**Fall 2005**  
**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION  
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

*The Functional Independence English Language Arts Assessments* for grades 3 through 8 were administered for the first time in fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will release a portion of the items that were administered in each grade each year. This booklet contains released items from the fall 2005 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items from the fall 2005 assessment booklets. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence - English Language Arts**

<b>Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>
Part 1 Accessing Print: Word Recognition	20	4
Part 2 Accessing Print: Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

Copyright© 2006, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

## **PART 1**

### **ACCESSING PRINT: WORD RECOGNITION**

**DIRECTIONS:** Look at the picture. Then, choose the word that **BEST** tells about the picture.

**R1** Carol has math homework. She puts her math \_\_\_\_\_ in her backpack.

**A** chair

**B** book

**C** class

**R2** Today is the first day of school. Tim's new \_\_\_\_\_ is standing by the classroom door.

**A** teacher

**B** grade

**C** shoe

**R3** Dennis rides the bus to school. He \_\_\_\_\_ quietly in his seat.

**A** jumps

**B** buys

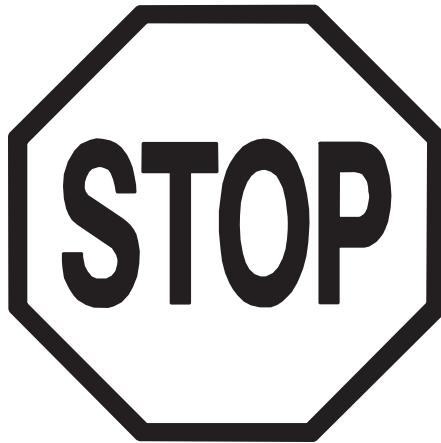
**C** sits

**R4** Dan likes to eat toast. He eats it every \_\_\_\_\_.

- A** bowl
- B** milk
- C** morning



**Do Not Continue.**



**Do not continue until instructed to do so.**

## **PART 2**

### **ACCESSING PRINT: TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Released Passage****Having a Bake Sale**

The fifth grade is having a bake sale. The students will sell the food in the school cafeteria. They want to make money so they can go on a field trip.

Ms. Doyle made the chart below. The chart tells students what job to do at the bake sale. The chart also has notes for the students.

**Tuesday, May 5 - Bake Sale Jobs and Workers**

<b>11:00 A.M.- 11:45 A.M.</b>	<b>12:00 P.M.- 1:00 P.M.</b>	<b>1:00 P.M. - 1:30 P.M.</b>		
<b>Set up the table</b>	<b>Sell the food</b>	<b>Count the money</b>	<b>Put extra food in bags</b>	<b>Clean the table</b>
Ann	Lilly	Sally	Lilly	Ann
Joe	Bobby	Ali	Bobby	Joe
Jan	Ben	Omar	Ben	Jan

**Notes:**

- Sally, Ali, and Omar will count the money made at the bake sale. They will write the total in the notebook. Then they will take the money to the principal.
- Lilly, Bobby, and Ben will put the leftover food into bags. Then they will take the extra food to Ms. Doyle's room.



**R5** On what day is the bake sale?

- A** Monday
- B** Tuesday
- C** Friday

**R6** What is this chart mostly about?

- A** the kinds of foods the students will sell
- B** where the students will go for their field trip
- C** who will work at the bake sale and what jobs they will do

**R7** Who will sell the food at the bake sale?

- A** Lilly, Bobby, and Ben
- B** Ann, Joe, and Jan
- C** Sally, Ali, and Omar

**R8** What is Omar's job at the bake sale?

- A** He will put the food in bags.
- B** He will set up the table.
- C** He will count the money.

**R9** At what time will the students begin to sell food at the bake sale?

- A** 1:30 P.M.
- B** 12:00 P.M.
- C** 1:00 P.M.

**R10** In this chart, what does the word total mean?

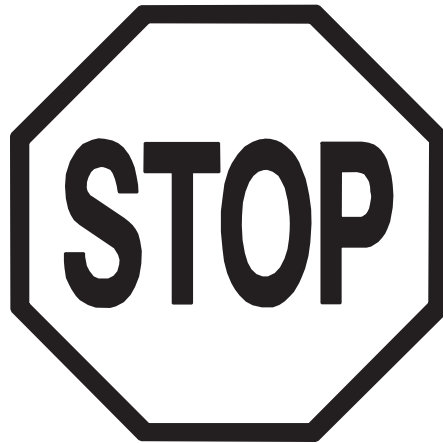
- A** all the money
- B** all the food
- C** all the students

**R11** Where will the students take the money from the bake sale?

- A** to Ali
- B** to Ms. Doyle
- C** to the principal



**Do Not Continue.**



**Do not continue until instructed to do so.**

## **PART 3**

### **EXPRESSING IDEAS**

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**R12 Released Prompt:** Tell about a time when someone helped you do something. Be sure your story has a beginning, middle, and end.

### CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



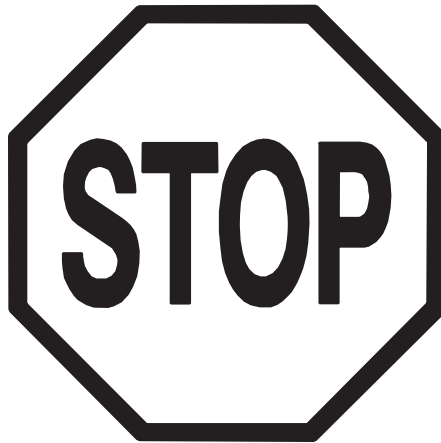
**Do Not Continue.**

## Scoring Rubric – Grades 3-8 and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond



**Do not continue until instructed to do so.**

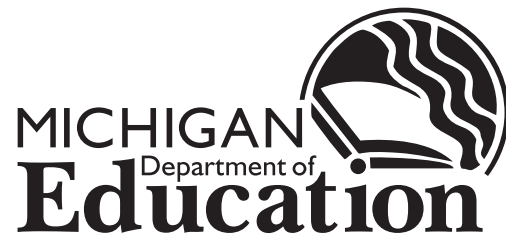


Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

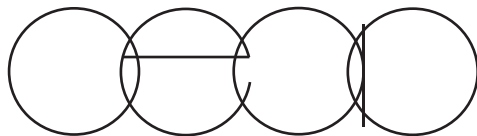
Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 5 assessment will measure Grade 4 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b>PART 1 - WORD RECOGNITION</b>	
R1	R.WS.04.EG03	Recognize frequently encountered words	B
R2	R.WS.04.EG03	Recognize frequently encountered words	A
R3	R.WS.04.EG03	Recognize frequently encountered words	C
R4	R.WS.04.EG03	Recognize frequently encountered words	C
		<b>PART 2 - TEXT COMPREHENSION</b>	
		<b>Functional Passage</b>	
R5	R.CM.04.EG02	Identify main ideas and details	B
R6	R.CM.04.EG02	Identify main ideas and details	C
R7	R.CM.04.EG02	Identify main ideas and details	A
R8	R.CM.04.EG02	Identify main ideas and details	C
R9	R.CM.04.EG02	Identify main ideas and details	B
R10	R.WS.04.EG07	Use context clues	A
R11	R.CM.04.EG02	Identify main ideas and details	C
		<b>EXPRESSING IDEAS</b>	Score Points Possible
R12	W.GN.04.EG01	Write/draw personal narrative	4



Assessment ● Accountability ● Accreditation TM



Office of Educational Assessment & Accountability

Michigan Department of Education  
Office of Educational Assessment and Accountability  
Assessment for Students with Disabilities Program  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
(517) 241-4416  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)